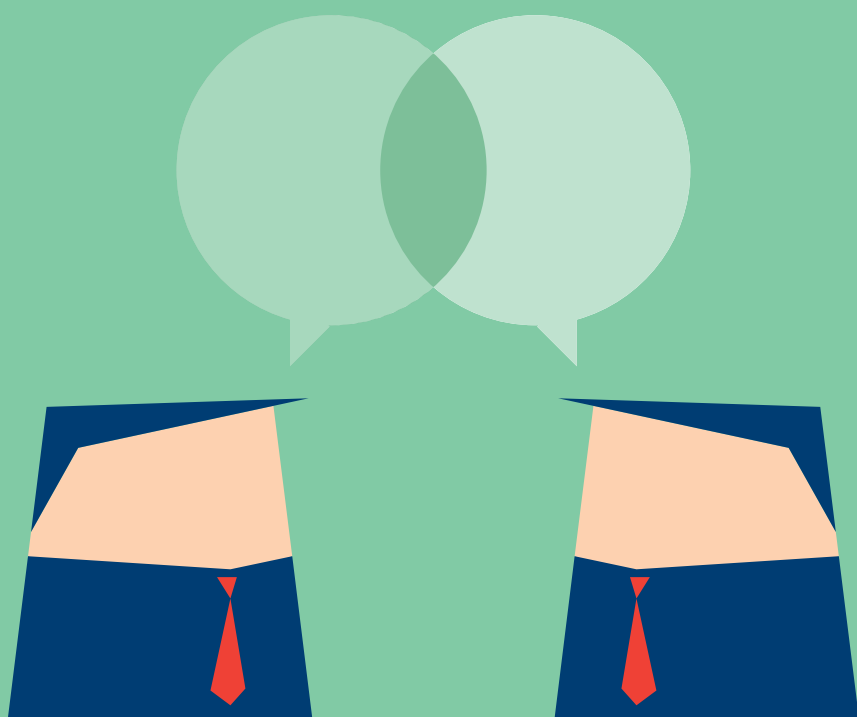


INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA

國際化及與內地加強連繫





INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA 國際化及與內地加強連繫

In an age of rapid globalisation and intense regional and international competition, the UGC sees internationalisation and engagement with Mainland China as the key to Hong Kong's future, and believes that it should be actively pursued by the UGC-funded universities with the view to equipping students with the necessary knowledge, skills and attitude.

The UGC recognises that internationalisation may come in many forms, including international strategies, international networks, curriculum development, research collaboration, non-local student recruitment and integration, and international faculty, etc. Therefore the UGC has all along been encouraging, and will continue to encourage, universities to internationalise in ways that fit their own institutional context.

In 2012, the UGC convened a series of strategic dialogues with the Heads of Universities Committee (HUCOM) and the universities. Through the dialogues, the UGC has identified a number of strengths of the universities in pursuing further internationalisation and engagement with Mainland China, including, among others, strong leadership, international faculty, substantial percentage of non-local students and relative open-mindedness of local students to non-local students. At the same time, there are tremendous opportunities for universities to further develop the two initiatives. In the 2012-15 triennium, the UGC put together a "tripartite" funding scheme (funding from the EDB, UGC and the funded universities) of \$30 million to support four initiatives on internationalisation and engagement with the Mainland, all of which were originated from the strategic dialogues.

在這全球化急速擴展及地區和國際競爭激烈的年代，教資會認為，走向國際化及加強與內地的連繫，對香港未來至為重要，並相信各教資會資助大學均應積極落實相關工作，務求讓學生具備所需的知識、技能及態度。

教資會認同國際化以多種形式體現，包括國際策略、國際網絡、課程發展、研究協作、非本地學生的招收和融合、來自世界各地的教學人員等。因此，教資會一直鼓勵各大學以適合本身的情況及方式推行國際化；而在日後，教資會亦會繼續推動這方面的工作。

2012年，教資會與大學校長會及各大學展開了一系列策略性對話。通過有關對話，教資會確認了大學在進一步推行國際化及加強與內地連繫方面具有的優勢，當中包括出色的領導層、來自世界各地的教學人員、佔一定比例的非本地學生，以及本地學生對非本地學生的相對包容。同時，各大學仍有很多機遇循這兩方面進一步發展。在2012-15的三年期，教資會推出了3,000萬元的三方資助計劃（撥款來自教育局、教資會及各資助大學），支援四項有關國際化及加強與內地連繫的措施。這些措施均源自策略性對話。

In the 2016-19 triennium, funding would continue to be provided to universities to support their efforts in this area. Under a new one-off teaching and learning funding scheme, funding would be available for competitive allocation to support projects submitted by universities in exploring and developing further in internationalisation and engagement with the Mainland at a total project cost of up to \$25 million (including contributions from universities).

In addition, with the good results achieved in the setting up of a Hong Kong Pavilion in international education conferences in past years, the UGC has continued to provide a total of \$12 million to the universities in the 2016-19 triennium to enable the universities to explore new markets and attract more non-local students from different regions as well as to promote the UGC sector as a united front.

Hong Kong's future critically depends upon the international capabilities and outlook of our students. Attracting quality non-local students to study in Hong Kong will further internationalise our higher education sector and increase the exposure of our local students. Moreover, attracting and retaining non-local talents to live and work in Hong Kong will enhance the quality of our population and the overall competitiveness of Hong Kong in the long run.

In terms of non-local student recruitment, the non-local student quota for publicly-funded programmes at the sub-degree, degree and taught postgraduate levels of UGC-funded institutions is at 20% of the approved student number targets by study level. Starting from the 2016/17 academic year, all new non-local students at these programmes should be admitted through over-enrollment outside the approved UGC-funded student number targets.

In the 2016/17 academic year, there were about 16 500 non-local students studying in the UGC-funded programmes at all study levels (representing about 17% of the total student population).

在2016-19的三年期，教資會會繼續向各大學提供資助，支援各校在這方面的工作。在全新的一次性教與學資助計劃下，撥款會以競逐方式分配予各大學，以資助各校探討和進一步推行國際化及加強與內地連繫工作，有關資助項目總額可達2,500萬元（包括來自大學的款項）。

此外，各大學過往在多個國際教育博覽會中設立香港館，取得理想成績。因此，教資會在2016-19的三年期繼續向各大學提供總額1,200萬元的資助，供大學開拓新市場，吸引更多來自不同地區的非本地學生來港就讀，以及聯手推廣教資會界別。

香港的未來取決於我們的學生是否具備國際競爭力及全球視野。吸引優秀的非本地學生來港就學，可進一步令本地高等教育界更國際化，亦可擴闊本地學生的視野。此外，吸引和挽留非本地人才，讓他們在香港居住和工作，有助提升人口質素，長遠來說，也能提升香港的整體競爭力。

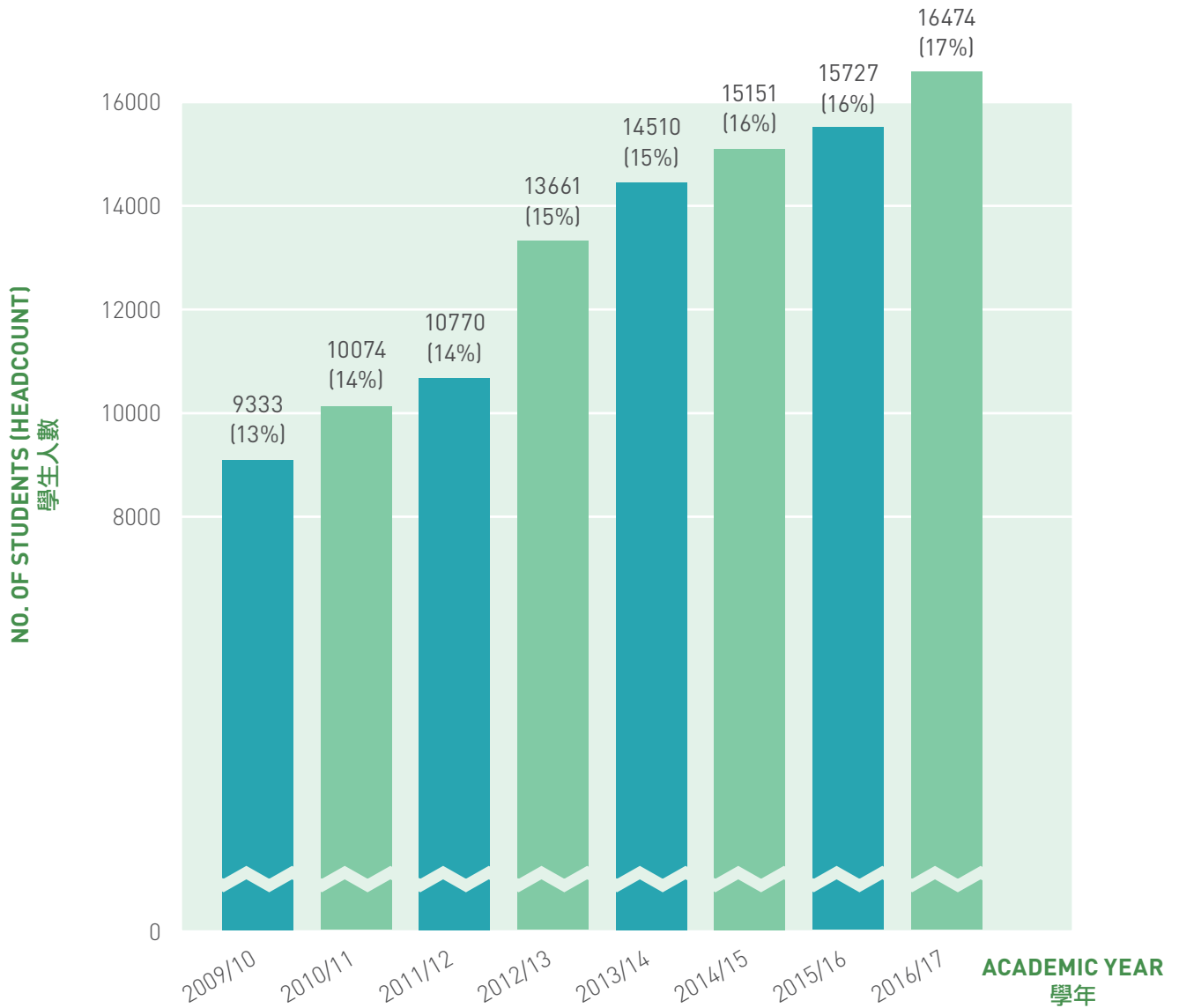
在招收非本地學生方面，資助大學錄取非本地學生修讀公帑資助課程（包括副學位、學位和研究院修課課程）的收生限額，定於各級核准學額指標的20%。由2016/17學年開始，所有修讀上述課程的非本地新生，應通過核准教資會資助學額目標以外的超收方式錄取。

在2016/17學年，約有16 500名非本地學生修讀各級教資會資助課程（佔總體學生人數約17%）。



Chart 1
圖一

Non-local Student Enrolment (Headcount) of
UGC-funded Programmes, 2009/10 to 2016/17
2009/10至2016/17學年修讀教資會資助課程的
非本地學生人數



Notes:

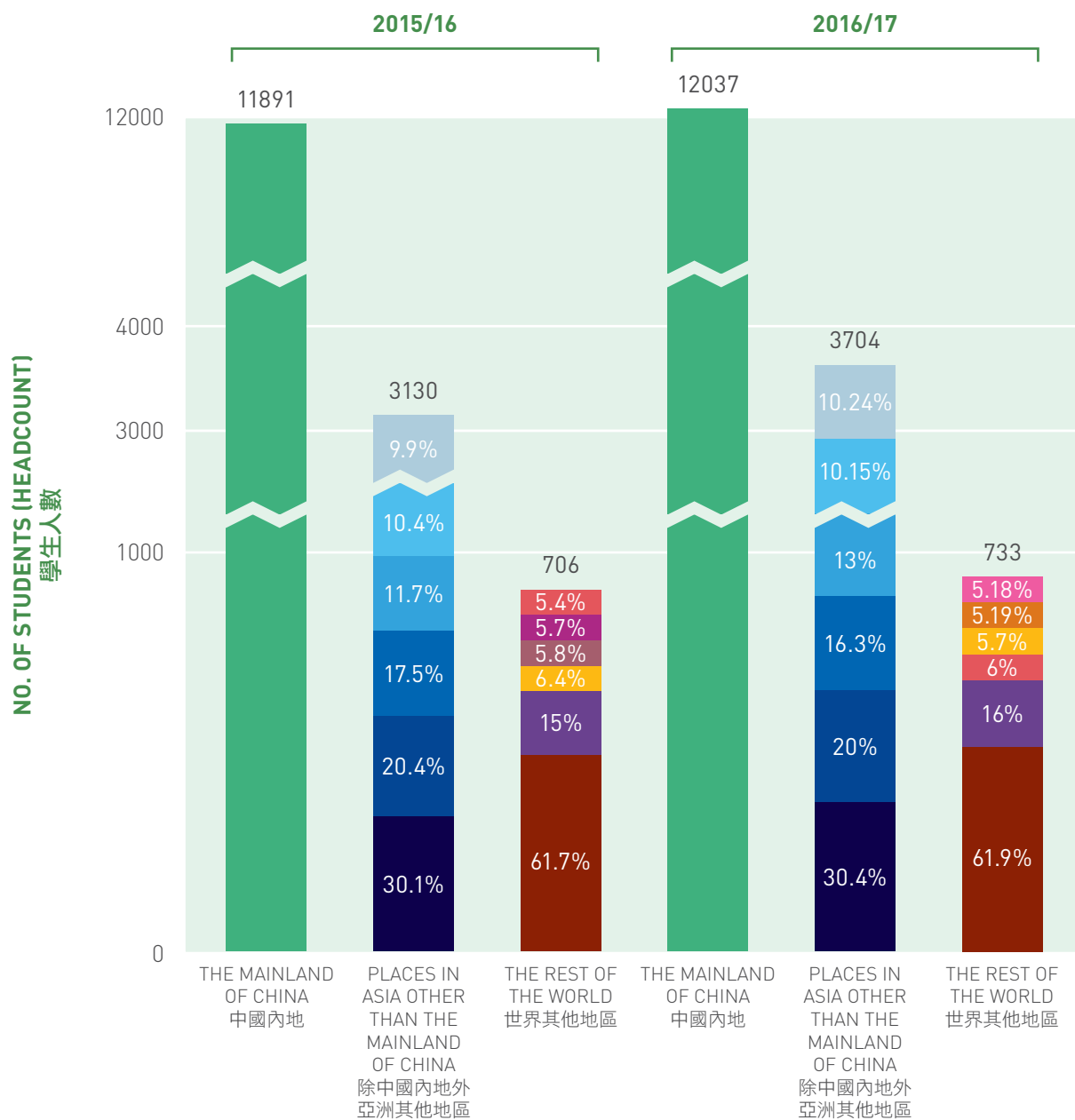
1. Figures in brackets denote percentages of non-local students to total student enrolment.
2. To tie in with the implementation of the new academic structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

註：

1. 括號內的數字是非本地學生佔學生總人數的百分比。
2. 為配合新學制的實施，教資會資助大學在2012/13學年同時取錄了新學制及舊學制的學生。

Chart 2
圖二

Non-local Student Number of UGC-funded Programmes
by Place of Origin, 2015/16 and 2016/17
2015/16至2016/17學年按學生原居地劃分的教資會
資助課程非本地學生人數



THE MAINLAND OF CHINA 中國內地

PLACES IN ASIA OTHER THAN THE MAINLAND OF CHINA
除中國內地外亞洲其他地區

- South Korea 南韓
- Taiwan 台灣
- Indonesia 印尼
- India 印度
- Malaysia 馬來西亞
- Other Asian Countries 其他亞洲地區

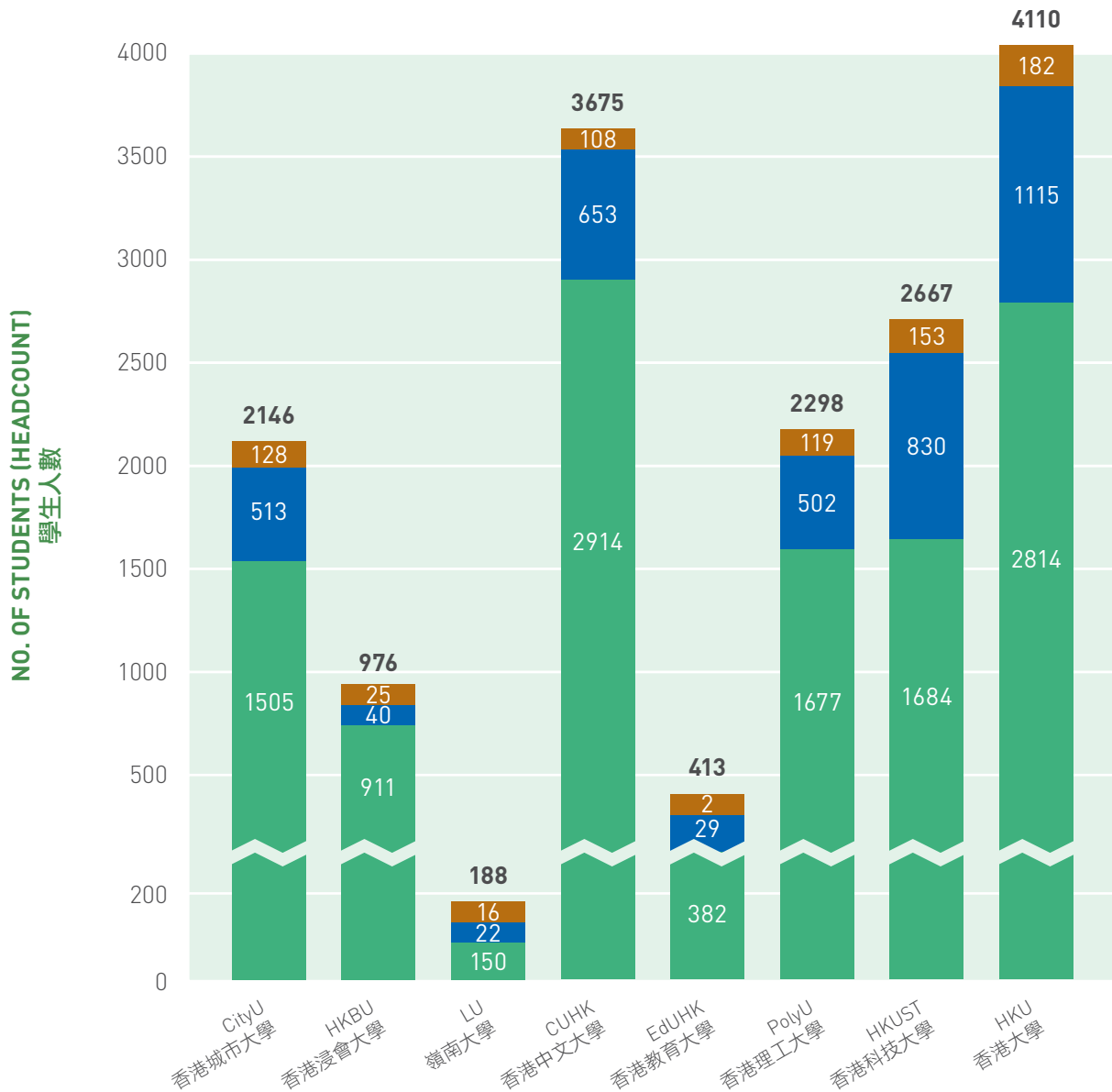
THE REST OF THE WORLD
世界其他地區

- USA 美國
- Russia 俄羅斯
- Canada 加拿大
- Italy 意大利
- Germany 德國
- France 法國
- Ghana 加納
- Others 其他地區



Chart 3
圖三

Non-local Student Enrolment (Headcount) of UGC-funded Programmes by University and Place of Origin, 2016/17
2016/17學年按院校及學生原居地劃分的教資會資助課程非本地學生人數



THE MAINLAND OF CHINA 中國內地

PLACES IN ASIA OTHER THAN THE MAINLAND OF CHINA
除中國內地外亞洲其他地區

THE REST OF THE WORLD
世界其他地區



Chart 4 圖四 Distribution of Incoming Exchange by Place of Origin, 2015/16
2015/16學年按原居地劃分的來港交流生人次比例

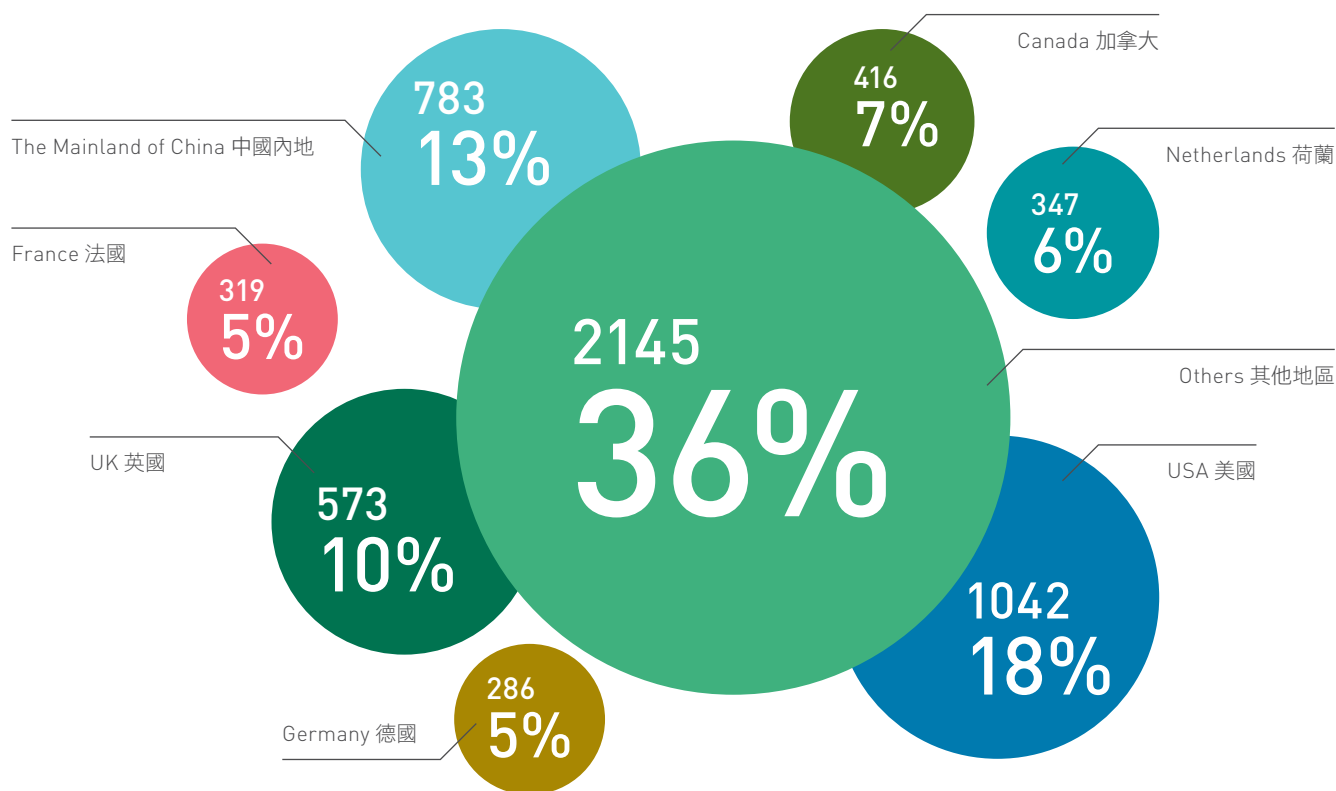


Chart 5 圖五 Distribution of Outgoing Exchange by Destination, 2015/16
2015/16學年按目的地劃分的離港交流生人次比例

